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ABSTRACT

A completely individualized, self-contained, taped orientation tour of the Learning Resource Center of the Thomas Nelson Community College was developed by the library director. To generate the materials, the staff and director cooperated in an analysis of the items of information that were basic to the use of the learning resource center and in the development of questions which would test familiarity with this information. A script was written and produced on audio tape. The materials were evaluated by administering pre- and posttests to library patrons; the resulting degree of improvement was determined by statistical analysis. An interview procedure was also used with the college staff and students. It was concluded that the tour was well-received and contributed materially to the general orientation program of the college, to the improvement of the attitude of students to the learning resource center, and the improvement of their library skills. A discussion of the limitations of the study and suggestions for further refinements are included. The script of the audio tape and the test questions are appended. (Author/HB)

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AN INDIVIDUALIZED PROGRAM FOR LEARNING RESOURCE CENTER ORIENTATION

CURRICULUM DEVELOPMENT

by
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A PRACTICUM PRESENTED TO
NOVA UNIVERSITY IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

June, 1975

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ABSTRACT

A completely individualized, self-contained, taped orientation tour of the Learning Resource Center of the Thomas Nelson Community College was developed by the library director. It was conceived as a response to the desire of the administration to individualize the program elements and as one of the means of dealing effectively with an expected 1500 new students each year who needed a Learning Resource Center orientation program.

To generate the materials, The staff and director cooperated in an analysis of the items of information that were basic to the use of the Learning Resource Center, and in the development of questions which would test familiarity with this information. A script was written and produced on audio tape.

Approximately 300 patrons were given the pre test, the audio tape tour, and the post test.

As a means of evaluation, the tests were graded and the resulting degree of improvement determined by statistical analysis. In addition, students and staff members were interviewed extensively to determine their degree of acceptance or enjoyment of the program, and their perception of the effectiveness of the tour and the testing procedure. These interviews were conducted in stages, and improvements made in the procedures as the testing progressed.

It was concluded that the tour was well-received and contributed materially to the general orientation program of the college, to the improvement of the attitude of students to the Learning Resource Center, and (to some degree) the improvement of their library skills.

A discussion of the limitations of the study, and suggestions for further refinements is included. The script, the audio tape, and the test questions have been placed in the appendix.

ACKNOWLEDGMENT

This taped orientation program for the Learning Resources Center could not have come into being without the cooperation of its Director and all the members of the staff. Their intelligent interest is responsible for the development of the script, the questions, the production of printed and audio materials, and for the successful administration of the program. I hope they will accept my grateful thanks.

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INDIVIDUALIZED PROGRAM FOR
LEARNING RESOURCE CENTER ORIENTATION

I. RATIONALE

It was clearly shown by a Nova research project done in the Spring of 1973, that students who had orientation to the library used the library more often, felt they used it more effectively, and had a much better attitude toward the library.

This study validated a previously unsubstantiated opinion on the part of the library staff that orientation was helpful in these ways, and that it made the whole educational experience more effective by making the use of the Learning Resource Center more effective.

Since 1500 new students have come to the college this fall, it was felt that it would be difficult to give orientation briefings in groups which might be as large as several hundred. So, this tape has been developed in cooperation with the Counseling Center orientation program, in order that Learning Resource Center orientation could be individually experienced by each student in his own way and time.

This tape does not take the place of personal service by the staff, which is available at all times. Nor does it take the place of the many orientation briefings which are given to classes upon request of the individual faculty.

Its purpose is to enrich the present services, not to limit them. (See Library Memorandum of July 19, 1975 in appendix.)

II. OBJECTIVES OF STUDY

Cognitive

To learn the locations of major items in the Learning Resource Center; to understand what services are offered; and to become acquainted with the personnel.

Psychomotor

To learn the use of the card catalog and certain reference tools and to be able to find materials by using them.

Affective

To feel welcome in the Learning Resource Center and to feel at home in the surroundings and in the use of its tools; to begin to develop the habit of enjoying the library.

III. METHOD OF STUDY

A. Development of Script and Tests

Development of the Material for the Tapes

Each member of the Learning Resource Center staff was asked to submit the following:

1) a list of the knowledge and skills that a patron should acquire from a library orientation experience, with emphasis on the staff member's area of expertise (circulation, reference, audiovisual service).
2) a vocabulary of key words which should be understood by the patron in order to benefit from the tour, and be able to learn to use the Learning Resource Center.

3) a list of questions for the testing section, again with emphasis on the staff member's expertise.

These materials were read and compared, and the skills and key words which seemed to be most important were noted.

Writing of the Tape Scripts

The scripts were written by the author, drawing on experience gained from several years of conducting orientation tours for groups. The purpose of the tour was to give familiarity with personnel, policies, locations, and use of library tools. The scripts were combed for the key-words used, and these words were capitalized in the text. Care was taken to see that all key-words were defined, and the tour contained no loose ends.

Developing of the Pre and Post Test Questions

Lists of questions were developed, from the staff suggestions, and also from materials emphasized in the following books:

1) Gates, Jean Key. Guide to the Use of Books and Libraries. New York: McGraw-Hill, 1974.

2) Boyd, Jessie, et al. Books, Libraries and You. New York: Charles Scribner's Sons, 1965.

3) Abrash, Barbara, and Johnson, Robert G. Library Skills: A Program for Self-Instruction. New York: McGraw-Hill, 1970.

4) Library Orientation (Recording and Syllabus). Portland: National Book Company, 1974.

The questions were cross-compared with the scripts to make sure that all possible questions had been asked, but that none were included in the tests which were not fully explained in the script. Further, variations for the same questions were developed so that they could be used on the pre and post tests and give an indication of information gained through the tour.

The questions were analyzed by topic, and care taken to balance questions on all Learning Resource Center areas: Policy and Personnel (4), Circulation (4), Reference (8), Periodicals (8), Catalog (6), Audiovisual (4). Areas having more questions required greater skills to be acquired.

B. PRE-ASSESSMENT TESTING

When the patrons checked out the tape and cassette player at the Circulation Desk, they were given a pre test of about 35 questions which determined their existing level of knowledge about Learning Resource Center personnel, policies, and services. These were in a multiple choice format, on a machine-gradable form.

C. LEARNING ACTIVITIES

The patron listened to a guided tour of the Learning Resource Center which was being narrated by the director of the library. Discussions of the Learning Resource Center functions were narrated by the people in charge. In some areas there were hands-on activities for the patron to reenforce the learning process. The areas covered were:

A) Introduction

1. Welcome to Learning Resource Center: Dr. Richard C. Peters
2. Instructions for the tour: Christie Vernon

B) Service Areas

1. Circulation: Lucy Rottet (Circulation Librarian)
2. Card Catalog and Circulating Books: Aileen Schweitzer (Cataloger)
3. Reference Books: Lynn Tienken (Reference Librarian)
4. Periodicals, Indexes, Microfilm: Lynn Tienken (Reference Librarian)
5. Library Offices and Workroom: Christie Vernon
6. Copy Machine; other offices in the Learning Resource Center: Christie Vernon
7. Audiovisual Circulation Desk: Ruth Ashe (Audiovisual Clerk)
8. Media Classrooms; Dean of Instruction: Christie Vernon
9. Media Carrels and Distribution System: James Tidd (Coordinator of Audiovisual Services)
10. Audiovisual Software; special collections: Jane Bartlett (Circulation Librarian)

C) Close

Reaffirmation of welcome; stress on services available and service attitude. Instructions for turning in materials.

D. POST-ASSESSMENT TESTING

The same machine-gradable form was used to give a post test of 35 items to see if the knowledge about the policies, and

services of the Learning Resource Center were better understood, and if the vocabulary needed for library use had been absorbed.

IV. COLLECTION OF DATA

First Procedure

1) Process: It was announced to the Counseling Center and to some of the faculty that the Orientation Program was ready. It was given as an option in the Center's orientation program selections. When patrons asked for the tape, they were given tape, cassette, and pre and post tests and the test form. No observations were made of them on a systematic basis.

2) Observations: After 15 tours were taken, the pre and post tests were graded and the circulation staff who handled the tapes were interviewed. The results were interesting. Many participants did as badly or even worse on the post test. Since the questions are duplicated, with only a change in arrangement or wording and some are extremely simple in concept, it was conjectured that the patrons were not actually listening to the tape. If that was not the case, it lead to the exasperating conclusion that no learning was taking place at all - or that 'negative learning' was taking place, to coin a phrase. Was there something about the program that compounded ingnorance or created confusion? This aspect is discussed later in the evaluation. That aspect is discussed later in the evaluation. That the patrons were not participating in the project seriously and with good will as indicated by the fact that many of them

were using it to make up orientation requirements, to 'fill a square', and resented the time lost. Many were surly to the staff.

Circulation staff members made the following comments:

"The patrons are carrying the tests and score sheets around with them and doing the pre test (or parts of it) after hearing at least part of the tape."

"We are not sure if they are keeping the tape long enough to hear it all, or make the tour around the Learning Resource Center."

"We have seen people ask for the test key, and then change their answers." This, in spite of the fact that it was strongly emphasized on the tape that no one is to be graded for credit for the tour, and only their social security number appears on the score sheet.

Second Procedure

1) Process: The second procedure was considerably more sophisticated than the first. Staff were instructed to:

--Give the pre test first, giving instructions directly to the patron even though instructions are on the tape, and take the score sheet back.

--Give out the tape and player. Try to observe if the person actually does take the tour.

--Take the tape and player and give the patron's original score sheet back to him to complete the post test.

--Take up the post test and let the patron read the pre and post test sheets which contain the completed questions with the correct answer highlighted. This should give them a good sense of closure and reenforcement, without giving them the chance to change their answers. If asked, they were to be candid with the patron about the reasons for the procedure. Nothing sneaky about us.

2) Observations: Staff still observed considerable evidence of disinterest and a frivolous attitude toward the tour and the test:

--Complaints that the tests were too long

--Taking the pre test, and skipping over or avoiding the post test

--Asking staff for answers, or getting answers from friends

--Asking to take test without hearing tape; checking tape out for five minutes and returning.

--Finding patron asleep in a chair with the ear phones on.

It was observed that the seriously interested participants seemed to be the older students. The staff made comments on the score sheets of those who behaved aberrantly, or who seemed particularly serious.

Third Procedure

1) Process: This new step in the collection of data came about as a result of a chance conversation with the counseling division member in charge of the college orientation program. Upon hearing the complaint that too few students were using

the tape, that they were surly and rude, and that they engaged in shortcuts and unnecessary cheating, she explained that the students who had been referred to date had been of a special type. They were the students who had not cooperated in the orientation program, had delayed doing the necessary units, and were now under pressure to finish it or receive a failing grade for Orientation. Since the library tape was one of the few units which was self-contained, most of them had chosen to use it.

As a result of this conversation, the Counseling Center began to refer all new students to the library, and to make the completion of the library orientation tape, with both tests, necessary for passing the Orientatation course. Furthermore, they gave explicit instructions about the use of the library program, even to the point of including the amusing reminder that they must be cheerful and cooperative when they came, and that anyone who was rude to a librarian would fail. (See memorandum in the Appendix.)

2) Observations: A miraculous change in the clientele and their behavior resulted. It was possible to collect several hundred completed orientation programs the attitude of the participants was much more serious, and the smiles on their polite faces was a joy to behold.

Fourth Procedure

1) A preliminary analysis of the pre and post test scores had indicated an apparent low degree of improvement. Also, the consensus of experts was that the second test was somehow more difficult than the first. All the procedures above were observed, but the post test was given first and the pre test last.

2) Observations: One hundred completed programs were collected after this change in procedure. No special observations were made, and no known difficulties encountered. Analysis of the results appears in the Treatment of Data Section.

V. TREATMENT OF DATA

In the testing phase, two procedures were followed. The original pre test was given first to a sample of 196 students. (Sample 1)

Then the order of testing was reversed and the post test was given first to a sample of 100 students. (Sample II)

This was done because there seemed to be a consensus on the part of the staff and the experts that the second test was somehow more difficult. The reasons for this cannot be explained at this time.

A. FREQUENCY DISTRIBUTION

Figure 1 and figure 2 on the following pages show the frequency of occurence of the differences (±) between the first and second testing results.

It is apparent from observation that a higher rate of improvement occurred in Sample II, where the original post and pre tests were given in reverse order.

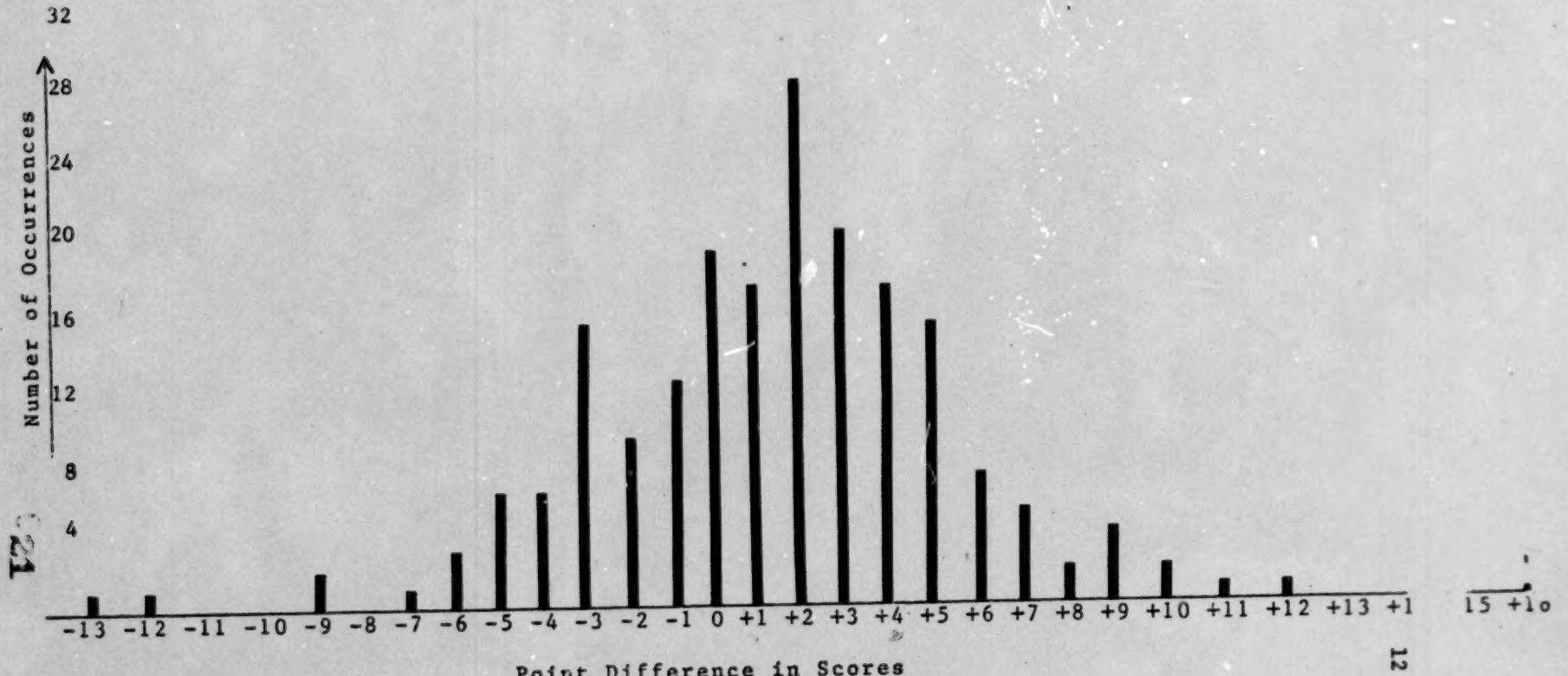
B. MEAN RATE OF IMPROVEMENT

Sample 1 showed second test scores which differed from first test scores from -13 to +16. The mean improvement was 1.37 points per participant. This is not an encouraging improvement for a test of 35 items.

Sample II showed second test scores (the original pre test) which differed from the first test scores (the original post test) over a range of -6 to +22. The mean improvement for all participants was +5.3 points. This was clearly a better rate than in Sample 1.

Figure 1

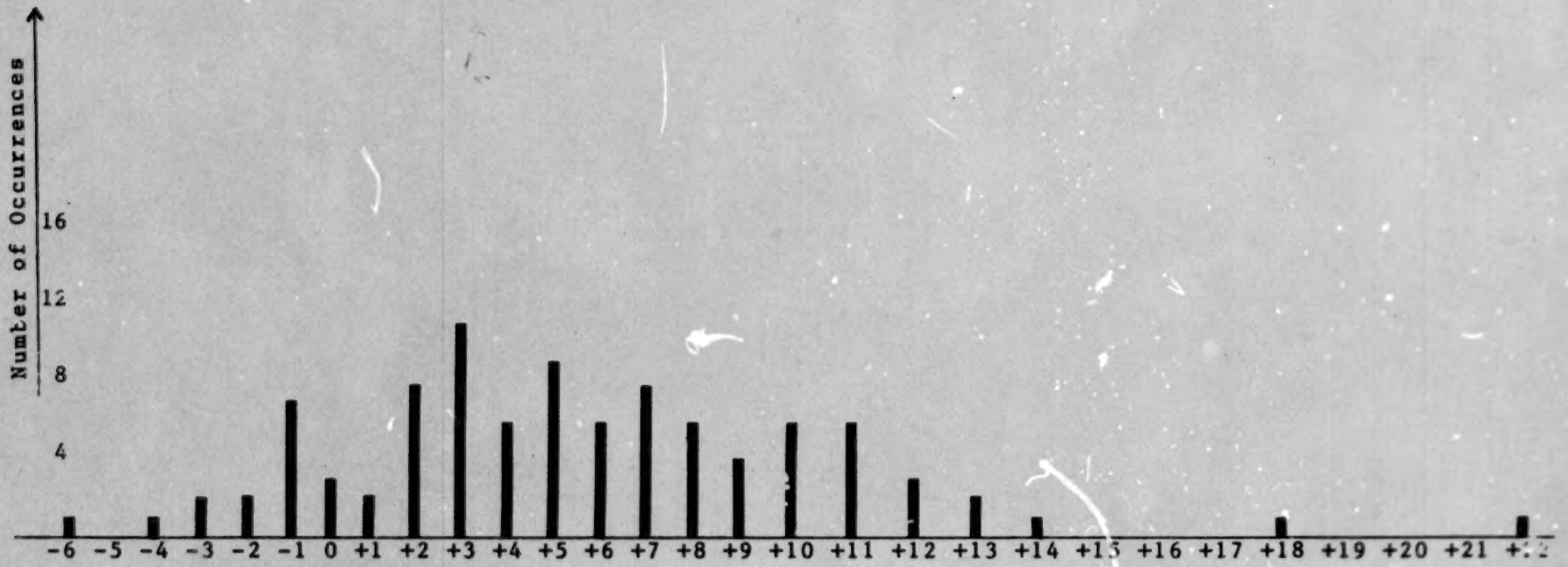
Frequency of Differences in Raw Scores
Between Pre Test and Post Test
Mean Improvement Was 1.37 Points



NOTE: 75 Persons (38%) showed no
Improvement or Did Worse on Post Test

Figure 2

Frequency of Point Differences in
Raw Scores, Original Post Test Given As
Pre Test, and Original Pre Test as Post Test
Mean Improvement was 5.3 Points



Point Difference in Scores,
Post Test over Pre Test
Note: 16 persons showed no improvement
or did worse on Post Test

C. STATISTICAL ANALYSIS: STUDENT'S T-TEST FOR SIGNIFICANT DIFFERENCE BETWEEN POPULATION MEANS

Sample 1: The null hypothesis states that there is no significant difference between the population means in their scores on the pre test and the post test.

SAMPLE	SAMPLE SIZE	MEANS
Test 1 (pre test)	196	14.85
Test 2 (post test)	196	13.35

An analysis of the data revealed at t-value of 4.84. With an .01 level of confidence, T=2.576. Therefore, the null hypothesis was rejected and a significant difference did exist. Student scores improved significantly on the second test.

Sample II: Again, the null hypothesis states that there is no significant difference between the means of the scores on the pre test and the post test.

SAMPLE	SAMPLE SIZE	MEANS
Test 1 (post test)	100	17.85
Test 2 (pre test)	100	12.56

An analysis of the data revealed a t-value of 7.64. With an .01 level of confidence, T=2.576. Therefore, the null hypothesis was rejected and a significant difference did exist. Student scores improved significantly on the second test.

Conclusions: In both cases, the learning activities evidently produced a significant improvement in the second test results. Clearly, one test is more difficult than the other, or is somehow confusing. Item analysis should be undertaken.

D. STATISTICAL ANALYSIS: WILCOXON MATCHED PAIRS SIGNED RANKS TEST

The conclusions, that there is a significant difference, is confirmed by the Wilcoxon Matched Pairs Signed Ranks Test. This test is frequently employed in before-and-after test situations, and it gives greater emphasis to large differences in the matched scores. It is an appropriate test because it makes use of rank differences and does not require the assumption of normality in the distribution of the pre and post test scores. However, on a sample of this size, the Z test is appropriate.

H_o: The sum of ranks for + differences equals the sum of ranks for - differences.

H_a: The sum of ranks for + differences $\neq$ the sum of ranks for - differences.

Alpha = .01

N = the number of pairs for which there is a difference in the scores. Ties are eliminated.

T = the sum of the absolute values of the positive ranks or the sum of the absolute values of the negative ranks, whichever is smaller. Thus

Formula:

$$Z = T - \frac{\frac{N(N+1)}{4}}{\sqrt{\frac{N(N+1)(2N+1)}{24}}}$$

Sample I: Calculations show that Z = -11.538. Since Z is significant at a value of less than -2.576 with an alpha of .01, we reject the null hypothesis.

Sample II: Calculations show that Z = -7.5923. With a confidence level of .01, Z is significant at a value of less than 2.576. This allows us to reject the null hypothesis.

Conclusion: There is a significant difference between the pre and post test scores in both testing sequences, when this difference is tested either by parametric or nonparametric methods. The nonparametric test shows a greater degree of significance because it gives greater weight to larger differences.

A. Evaluation Procedure

Interviews were conducted with faculty, staff, and students. Patron comments written on the test forms were analyzed.

Faculty and staff members who were asked to take the tour and to give a critique of it were:

1. Joy Spaugh: M. A. in English, College of William and Mary. Former library staff member who conducted orientation, especially for English classes, and now a TNCC faculty member in English.
2. Tom Kilduff: Faculty member in Engineering Technology. (NOVA doctoral candidate.)
3. Bobbie Wright: Program head in Sociology Department. (NOVA doctoral candidate.)
4. Robinetta Hooker: Member of PREP at TNCC. (NOVA doctoral candidate.)
5. Pam Dorman: M. S. in Counseling, faculty member in the Counseling Division. Head of the TNCC orientation program.
6. Della Howard and Sandi Hall: Secretarial members of the L. R. C. staff, who were new to library work and had had no formal orientation.

Ms. Spaugh was among those faculty members who brought her classes to the library to take the orientation tape program.

B. SUMMARY OF COMMENTS

Positive Comments:

-- A very nice orientation program as it stands. Very informative.

-- Liked tape, itself, and the way it was set up. Enjoyed it and learned something. Felt content was what was needed to know. Good to be able to stop and listen over, if anything missed.

-- Very well done. Something reassuring about being able to stop it and say "Wait a minute...did I miss something." Really enjoyed it.

-- A little show or fast in spots, but on the whole very good.

-- I would flunk an essay exam, but the multiple choice refreshes your memory.

-- A good idea and an excellent application. Information useful and well given. The tour/test was excellent.

-- Liked directness and simplicity. Felt I was taken by the hand and shown where everything is.

-- Voices were pleasant and friendly, and the mistakes natural ones. General effect pleasing.

-- Did not feel patronized. Tape wasn't dumb, childish or phoney.

-- The subject material was reasonably balanced. Perhaps more needed on the A-V material and equipment. More explanation.

Negative Comments/and Suggestions for Improvement:

-- Need more positioning. Point people the right way when they begin so will know exactly where things are. Sometimes feel lost or abandoned. Some locations are vague. Should give points of reference to particular areas so they are easy to find. Be sure all signs are in place.

-- Most of the questions can be answered with common sense, or figured out logically by the framing of the questions and answers.

-- Could be improved if offered in video as well as audio. (This is viewed as illogical, since the participant was walking through the Learning Resource Center itself, handling the books and equipment in 3 dimensions and living color.)

-- Don't tell us it takes 20 minutes, when the whole thing takes an hour.

-- Tests too long and tedious and the questions are the same Resent doing it twice. (This is only necessary as part of this project.)

-- The more patrons knew about the library, the less they liked the tape. The less they knew, the more they liked it. (This was observed by Ms. Spaugh, not mentioned by students, themselves.)

-- If patron makes high school (32 or better) on pre test, should not be required to take tour or post test. May, but should not be required. (Requirements is caused by the nature of this project.)

-- Dictionary questions are confusing because it is never made clear exactly that we are dealing with a dictionary, including subject dictionaries as a class.

-- The tape is dry and you can't see anybody. The reference librarian's presentation is much better because it is personal, has slides, and is more interesting.

-- A clearer explanation of the Reader's Guide is needed. Since there is a film strip available on this, the tape should probably refer the listener to it.

Professional Observations:

-- The good students listen to the whole tape, and when they want more information, they go back and listen again.

-- Those not interested may sit down and listen. They don't go around or open the books or observe anything else.

-- It appears thay many initially see the library as a simple system. After listening to the tape they realize its complexity, become confused and may have second thoughts about the questions on the post test, outsmarting themselves. One of the faculty subjects had this experience.

-- There is a great deal of information to digest, and what once seemed self-evident no longer appears so. There is probably no way to get beyond this initial perception of complexity through the tape, itself. When material is reenforced in class work by cooperating faculty, and then used, then facility develops and the confusion passes. For proficiency, material must be presented several times in different ways, and there must be a need to know.

-- Spaugh found that her students had a great curiosity about details of call numbers, LC numbers and other things and had a considerable capacity to learn details of library systems. Again, this arose from self-discovery and a need to know.

Student Evaluation of Questions:

The students were asked to put an X beside questions which seemed to them difficult or confusing. When the results were tabulated it was found that several questions were conspicuous: 14, 16, 20, 21, 25, 26*, 27, 28*, 30, 32, 33, 50, 57, 58, 60, 67*. Those with stars were the greatest offenders. These questions will be reworded to improve them.

Need for Item Analysis:

A tabulation should be made of the frequency of all items missed, and the top and bottom scores tabulated for an item analysis, so that a Difficulty and Discrimination Index can be compiled. When this is done, both tests should be reedited and script changes made to conform with the new expression of the questions. A new tape is needed which will also incorporate changes in locations of items and in the names of personnel.

This item analysis and the whole new production process are considered to be outside the scope of this practicum, and the available time. It will be done as part of the professional work of the librarian and staff, based on the information learned through this practicum.

VII. SUMMARY AND CONCLUSIONS

There appeared to be a close relationship between a person's level of literacy and familiarity with the use of the library. People scoring at all levels of the continuum on the pre test, from developmental students to faculty, show little change in test scores after taking the Orientation Tour. Some of them make the same score, or even do worse on the post test. (See the frequency distribution in Figures 1 and 2.)

Concern about the effect of reading problems on this project was felt during the development of the tape and the tests. In an effort to determine the reading difficulty of the test, the pre test was given to a 10-year-old boy recently tested and found to be reading on the average level for the fourth grade. He scored 22 (of 35), a score in the higher range (72nd percentile).

It is a truism that people who have limited reading skill and vocabulary do not use the library and are baffled by its systems. It is conjectural if they receive much information even from an audio-tour, because the words and the items described are unfamiliar. They cannot test well, presumably, because they cannot read the tests, and cannot relate the words they hear to the words they see.

Because of this word-barrier it is doubtful if they will ever be facile with card catalogs, reference books, indexes, bibliographies and the like. They are hard pressed to find audio and video material because of the word barriers inherent in the accessing system. When they do find it, it is doubtful if they

comprehend much they see and hear. Even if they gain impressions and vague understandings, it is difficult for them to verbalize or reproduce these understandings.

The hard question again arises: do people, in fact, know anything at all unless they can assign words to it? How can they think - converse with themselves - to reinforce what they have learned if they have no vocabulary? How can they tell us, in educational situations, what they have learned? As many have observed, the fundamental problem of the American educational establishment is the creation of literacy.

Until we can give people words, we cannot give them knowledge. In the meantime, efforts such as this orientation program and much else which passes for education, will be largely cosmetic. It is an exercise we do because it seems a good thing to do. It is not, and will not be materially helpful in the acquisition of substantive L. R. C. skills. It may, however, as a former study shows (Vernon, 1975) be helpful in improving the attitude of patrons toward the library, their general sense of comfort with it, their friendliness toward the staff, and increasing their frequency of use.

Conclusions:

1) The tour was very helpful to the few patrons who took it seriously, were curious, and sufficiently literate to be able to profit from it.

2) In both Sample I and Sample II, there was a statistically significant improvement in performance on the test given after the

tour.

3) Since it has been previously shown (Vernon, 1975) that repeated exposures to the library increase positive attitudes and frequency of use, it is felf that the tape tour should definitely be retained as a practical and systematic means of providing this exposure. All the other class tours, lectures, and personal services should also continue to be used.

4) The tour should be continuously up-dated and reviewed. Item analysis on the test items should be done to improve discrimination and lessen confusion caused by elements of the tests, themselves.

5) If proficiency is to result, this initial exposure must be followed by reinforcement through class work and assignments which require a need to know library skills. This motivation is crucial for the successful acquisition of these skills.

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APPENDIX

A. INTRODUCTION:

1. Welcome to Learning Resource Center: Dr. Richard Peters

OBJECTIVES:

AFFECTIVE: To make patrons feel they are welcome and that the Learning Resource Center exists to serve them.

COGNITIVE: To inform patrons that the library has a professionally qualified staff.

SCRIPT: "Greetings - I'm Richard Peters. As Director of the Learning Resource Center here at Thomas Nelson Community College, it is my pleasure to welcome you. Let me impress on you that the Learning Resource Center (as we call it) exists to provide you with INFORMATION AND ASSISTANCE to make your time at the college as worthwhile as possible.

Our staff consists of four professional librarians and an audio-visual coordinator with Master's Degrees, and three library assistants with Bachelor's Degrees. They are well qualified to help you.

You have all heard the old bit about 'being able to lead a horse to water but not being able to make it drink.' During this presentation, you will be introduced to a variety of helpful people and a wealth of valuable information. You will be encouraged to make use of our services. These resources probably represent one of the major differences between this and other educational experiences. Please do yourself a favor and let us help you.

You will now be led-to-the-water, figuratively speaking, and about all we can do is hope you remember what you are about to hear and see, and come back often and take a big drink.

Now, let me introduce you to Christie Vernon, who is the Coordinator of Library Services. She will conduct you on your tour of our Learning Resource Center. "

A. INTRODUCTION:

2. Instructions for the Tour: Ms. Christie Vernon

OBJECTIVES:

AFFECTIVE: To reemphasize staff desire to be of service.
To allay any fears and gain a positive attitude toward the pre- and post-testing procedures.

COGNITIVE: To explain why the tape was developed for the patrons' use.
To tell what information is being covered in the tour.
To give instructions in the procedures for using the tape and taking the tests.

SCRIPT: "Hello. This tape has been made so that you can take the tour at your own personal convenience, and still get all the information that would be available to you in a regular orientation session. In fact, we hope this method will be more useful, since you can stop the tape whenever you wish, or listen to any parts of it over again. Please feel free to ask questions of the staff as you go along.

We have found that people who know their way around the Learning Resource Center use the area more, and enjoy the use of it more. They believe that it helps them with their studies, and that the use of library is a pleasure throughout life. We will tell you what kinds of books and reference materials we have, where they are located, the kinds of services we can give you, how to use the basic library tools, and we will introduce you to our staff.

In order for us to know if the program is helpful to you, we ask you to take a short multiple-choice test before and after listening to the tape. Only your Social Security number is on the test, and you will not be graded. In fact, we are the ones who will be graded, because with your help, we can learn how to make the tour better for those who come after you.

Please turn off the tape now, mark the test that has been given to you,

2. Instructions for the Tour (cont'd)

and return it to the librarian. Then turn the tape back on. (Pause)

There are several maps posted on the walls; and there is a small map on the desk in front of you, if you wish to pick one up. Please note that the numbers on the map are <u>not</u> the same as the Orientation Station numbers.

Now, you are ready to go. Orientation Station (1) is the CIRCULATION DESK. Here is Jane Bartlett, the Circulation Librarian, to tell you what its functions are.

B. SERVICE AREAS: ORIENTATION STATIONS

1. Circulation Desk: Ms. Jane Bartlett, Circulation Librarian

OBJECTIVES: General objective for all the Service Area Units is to help the patron become familiar with the personnel, policies, locations, and tools of the Learning Resource Center.

AFFECTIVE: To feel welcome.
To gain initial familiarity with the Learning Resource Center.
To receive introduction to staff.
To feel free to ask questions.

COGNITIVE: To know the hours of operation and rules for using materials.
To know the definitions and uses of:
Reserves
Vertical file
Audio-visual material; media, software
Special collections
College archives
Any other key-word terms

PSYCHO-MOTOR: Student is asked to fill out registration card.

SCRIPT: "Hello, I'm Jane Bartlett, Beth Witherspoon and I are in charge of the Circulation Department of the Library.

Since the surroundings may be new to you, let me give you a brief visual tour of the Learning Resource Center, of which the library is a part. As you face the front of the CIRCULATION DESK, the general book collection is to your left in the tall, green STACKS. The collection now contains about 28,000 volumes and is still growing.

Again, on your left, are two rows of cabinets with drawers. This is the CARD CATALOG, DIVIDED into AUTHOR, TITLE, and SUBJECT sections. It lists all the book and AUDIO-VISUAL holdings in the collections.

Turning your back to the Circulation Desk, you will see the REFERENCE DESK directly in front of you and the STACKS holding the REFERENCE collection and back issues of PERIODICALS behind it. The two magazine racks hold

1. Circulation Desk (cont'd)

the latest issues of our most popular magazines.

Turning to face the CIRCULATION DESK, you will see the AUDIO-VISUAL EQUIPMENT area to your right. Near the rear center wall is the COPIER where, for 5¢ a page, you can duplicate printed material.

The library workroom and the Learning Resource Center offices can be seen near the left exist sign.

This library is a PUBLIC FACILITY and, as such, may be used by any Tidewater resident. We are OPEN FROM 8:00 a.m. to 10:00 p.m., Monday through Thursday, and from 8 a.m. to 5 p.m., on Friday. On this visit to the library, we ask you to fill out our registration card. If you have not already done so, please turn off the tape and do so now. (Pause)

Once this is completed, you may check out library materials by bringing them to the CIRCULATION DESK and merely signing your name.

Nearly all the materials in our collection may be BORROWED FOR A PERIOD OF TIME. The NORMAL LOAN PERIOD for most books, records and cassettes is TWO WEEKS, and renewals may be made in person or by phone. REFERENCE BOOKS, RESERVE MATERIALS, COLLEGE CATALOGS, items from the VERTICAL FILE, and MAGAZINES, usually circulate for 3 DAYS OR LESS. Persons not returning materials by the due date are subject to FINES of 5¢ a day or, in the the case of overnight reserve loans, 10¢ PER HOUR.

A moment ago I mentioned RESERVE MATERIALS and a VERTICAL FILE. There are several SPECIAL COLLECTIONS held here at the CIRCULATION DESK. Our TEMPORARY RESERVE COLLECTION is a group that includes some textbooks and supplementary materials (books, articles, or A/V materials) assigned by the faculty for student use during the current quarter. To enable many

students to have access to them in a short time, these items are available to be used only in the library or on an overnight loan.

The PERMANENT RESERVE COLLECTION is made up of books over which we feel we need greater control because of their tendency to disappear from the open shelves. The collection includes items of special value, books on auto mechanics, cooking and sex, and textbooks used in other quarters. These books may be checked out for the regular two week loan, but you must ask for them at the desk.

A row of black filing cabinets inside the CIRCULATION DESK contains a collection called the VERTICAL FILE. In the file are PAMPHLETS, BOOKLETS, TRAVEL FOLDERS, MAPS, CLIPPINGS from magazines and newspapers and other miscellaneous items, araanged in folders by SUBJECT. These are supplementary materials not found in your regular research sources and information from this file can often be helpful when writing a paper. Please ask the staff to help you with the VERTICAL FILE. We also have a special EDUCATION COLLECTION for faculty study, and the college ARCHIVES.

Other collections held here at the main desk include an assortment of non-book materials called MEDIA, or AUDIO-VISUAL SOFTWARE. FILMS, FILMSTRIPS, SLIDES, and combinations of these can be checked out on a 24 hour loan or used in the Learning Resource Center. Framed PICTURES are available to be checked out for ONE MONTH. On the outside left of the CIRCULATION DESK is the LEISURE READING collection; best sellers and paperbacks available for a two-week loan. The NEW BOOKS are displayed here, also. On the outside shelves is a group of RECORDS and CASSETTES which may be checked out for TWO WEEKS. A large collection of COLLEGE CATALOGS from most of the

4-year institutions in the country is found on the same side of the counter as the records. These may be borrowed for THREE DAYS.

In conclusion, I want you to know that we are glad to have you here. Please feel free to ask questions at any time if there is something you don't understand. Your comments and suggestions for purchases or improved service are always welcomed. On the desk you will find a card you can use for this purpose.

Thank you.

B. SERVICE AREAS: ORIENTATION STATIONS

2. Card Catalog and Circulating Books: Ms. Aileen Schweitzer, Catalog Librarian

OBJECTIVES:

AFFECTIVE: To begin to develop feeling of familiarity and confidence with both locations and library symbols

COGNITIVE: To become familiar with L. C. system of cataloging
To understand use of the call number
To know location and use of card catalog
To realize that this library places cards for all A-V materials in the card catalog
To understand the use of terms above the call number, and the use of special sleeves on the cards
To know the definition of key words

PSYCHO-MOTOR: Patron should display ability to choose a book from the card catalog and locate the material on the shelf or other appropriate place

SCRIPT: (VERNON) "The next stop on the tour is the CARD CATALOG, which you will see to your left as you face the CIRECULATION DESK. Here is Ms. Aileen Schweitzer, the Cataloging Librarian to tell you about it."

Hello, Our card catalog is a DIVIDED CATALOG; that is, we have three separate sections, AUTHOR, TITLE, and SUBJECT. (The subject, as you know, tells what the book is about). All cards within these sections are in alphabetical order. It is divided because that makes it much easier to file the cards, and also for you to find what you are looking for. Please find the TITLE sections (on your right on the front) and take out one of the drawers. (Pause) We use the TITLE section because it is the easiest. You may find several books in a catalog by the same author, and many cards under the same subject, but you will rarely find a duplication of a TITLE.

Cards are filed in alphabetical order, word-by-word, EXCEPT that in the subject catalog, the historical subdivisions are filed by DATE order. ABBREVIATIONS are filed as if they were spelled out. If a card says SEE or

see also, look under the words that it suggests.

Please look through these cards and notice that each of them has a set of letters and numbers in the upper left hand corner. This is the CALL NUMBER. When you find a book you want, always write this number down because it tells you where to find the book on the shelf. The letter or letters on the first line of the call number stands for the general subject area. The second line, which consists of numbers, is a further subject subdivision. The third line, which is a combination of letters and numbers, represents the author's name.

If you will go to the end of the card catalog, you will see a sign which explains the LIBRARY OF CONGRESS CLASSIFICATION SYSTEM. (Pause)

You are probably familiar with the Dewey Decimal System, which breaks the field of knowledge down into 10 main subject areas, which are divided into 100's, 200's, and so on. However, all the Virginia community colleges use this other system, called the LIBRARY OF CONGRESS, or L. C., SYSTEM. It divides the field of knowledge into 200 MAIN AREAS, by letters of the alphabet. This means our books are on the shelves in ALPHABETICAL ORDER, NOT in numerical order.

You will notice that G stands for Geography, and M for music--these are coincidences; there is really no connection between the letter symbols and the subjects themselves. Take a minute and study this system. There is no need to memorize it; the librarians don't usually know it by heart either. (Pause)

There are two very important things to notice about this system: FICTION and BIOGRAPHY are not separate in the L. C. system. They are cataloged and placed on the shelf by call number. Biographies will be placed on the shelf

in the subject area for which the person is best known. For example, Presidents' biographies are in American History. The fiction is divided by the author's nationality, and the century in which he lived.

When using the subject catalog, if you have trouble finding your subject, you can try narrowing down the subject, or making it more broad, or using a synonym. You can also look in the big red L. C. SUBJECT GUIDE which is on the table between the catalogs.

Although I always say "books" you will notice as you look through the cards that some of them have words above the call number, such as FILMSTRIP, PHONOTAPE, PHONODISC, and so on. This tells you that the item is a piece of AUDIO-VISUAL MATERIAL; that it is not a book. This library has a completely integrated service in books and MEDIA because we believe we are dealing in information, not merely in books, as such. We buy and catalog all the AUDIO-VISUAL SOFTWARE for the school. If you are looking up any subject, you will find all the different forms of material listed in the card catalog, not just the books.

You will also notice that some of the call numbers have R-E-F above them, or are stamped REFERENCE. This means they are held in the REFERENCE DEPARTMENT.

Some cards have a red plastic sleeve on them that says RESERVE. This may mean PERMANENT or TEMPORARY RESERVE, and they are available at the CIRCULATION DESK.

Now, if you would, please look through the cards until you see an ENTRY (that is, the author-title and other information) on a card, which interests you. Copy down the CALL NUMBER and try to find the material - in the STACKS,

2. The Card Catalog and Circulating Books (Cont'd)

in REFERENCE, or at the CIRCULATION DESK. The STACKS are the rows of shelves on your left, where the bulk of the library holdings are shelved. The books start on the first row on your left, with the CALL NUMBERS beginning with A - and proceed in alphabetical order. If you have any trouble at all finding the item, please ask one of us to help you. Turn the tape off now, and when you have found your material, turn it back on the next part of the tour.

B. SERVICE AREAS: ORIENTATION STATIONS

3. Reference Books: Ms. Lynn Tienken

OBJECTIVES:

AFFECTIVE: To help patron feel that Reference is a service area where help can be received at all times, especially for more complex library problems.

COGNITIVE: To understand locations, purpose, and use of a Reference Collection.
To know what services the Reference Librarian can give them.
To become familiar with specific types of Reference books.
To know definitions of key words.

SCRIPT: (VERNON) Across the walk-way from the CIRCULATION DESK is the REFERENCE DESK. Here you can get help with reference questions and also directions for use of the library and library materials. Our REFERENCE LIBRARIAN is Lynn Tienken.

(TIENKEN) "Hello, welcome to the REFERENCE DEPARTMENT. Behind my desk and to the left you can see three ranges of stacks which contain REFERENCE BOOKS. They are arranged in alphabetical order by CALL NUMBER, starting in the back on the left side. You can identify a reference book because the letters R-E-F are printed above the call number.

Books are not placed in REFERENCE because they have a mysterious quality of some sort, or because they are expensive. REFERENCE BOOKS are those to which you REFER for brief, or very specific information: statistics, charts, maps, biographies, and so on. They are not usually checked out, but are kept on hand for everyone to use at all times. If you need some information for work at home, you can copy the pages you want for 5¢ a page. If necessary, you can ask to take the book home overnight. We would rather not check out volumes of new encyclopedias; but the most recent older sets are in the circulating section.

3. Reference Books (cont'd)

Among the most frequently used REFERENCE BOOKS are: DICTIONARIES, ENCYCLOPEDIAS, DIRECTORIES, ALMANACS AND YEARBOOKS, ATLASES, BIOGRAPHICAL WORKS, BIBLIOGRAPHIES, and LAW BOOKS. DICTIONARIES tell the meaning and history of words, and ENCYCLOPEDIAS give brief articles on almost all subjects. ENCYCLOPEDIAS are a good place to look first for general information on a subject. Be sure to look in the INDEX of the ENCYCLOPEDIA, because it will mentaion names or topics located in the articles, that are not important enough to have an entire article about them.

One important thing to know is that there are DICTIONARIES and ENCYCLOPEDIAS on every topic under the sun: UNABRIDGED DICTIONARIES ive the meanings of all English words; ABRIDGED ones give the meanings for a selection of the most used words. There are DICTIONARIES in various languages, and in most subject areas. There are GENERAL ENCYCLOPEDIAS, and ENCYCLOPEDIAS in special subjects, such as the McGraw-Hill Encyclopedia of Science and Technology.

There are also SPECIAL SERVICES such as Facts on File, Congressional Directory, and the local city directories, will tell you where to locate associations and individuals, both private and governmental, in all fields of activity.

ALMANACS and YEARBOOKS will give you names, dates, events, agricultural and industrial production figures, and a multitude of statistical facts and graphs. ATLASES will show you MAPS and CHARTS giving all kinds of geographical and geological information, both current and throughout history. As you know, a BIOGRAPHY gives the facts about a person's life, while a BIBLIOGRAPHY is a list of books and articles in a subject field. There are many BIOGRAPHICAL and BIBLIOGRAPHICAL materials in the reference

3. Reference Books (cont'd)

section. For example: Who's Who in America, and The Dictional of National Biography, as well as Current Biography, which tells about well-known personalities of the present time.

We have The United States Code, which contains federal (national) laws, and Virginia Code, as well as some books of laws for peninsula cities and counties.

If you need the review of a book , we can help you use the BOOK REVIEW DIGEST and the NEW YORK TIMES MAGAZINE, both of which we hold for several decades.

As part of the REFERENCE SERVICE, we also conduct ORIENTATION TOURS, and give presentations to your classes in the use of the library in general, or in a special subject area, such as English or Sociology. We will gladly give these presentations in the library or in your classroom if your instructor asks us to do so. I am also happy to help you individually in the library at any time. Please don't hesitate to ask for my help; that is the main reason I'm here.

B. SERVICE AREAS: ORIENTATION STATIONS

4. Periodicals, Indexes and Microfilm: Ms. Lynn Tienken

OBJECTIVES:

AFFECTIVE: As above in section (3)

COGNITIVE: To know location of periodicals in all forms.
To know principles of use of periodical indexes.
To know definitions of key words, such as periodicals, microfilm, cardex, Reader's Guide, and so on.

PSYCHO-MOTOR: To be able to use the Reader's Guide as a means of finding articles on any chosen topic.

SCRIPT: "To the right, behind the Reference Desk, you will see four ranges of stacks which contain large, green boxes. These shelves hold the PERIODICALS, that is, the magazines and newspapers. They are in ALPHABETICAL ORDER BY TITLE, beginning on the front, right hand side. If you will go over to this side, to the tables containing the large sets of books, you will see a revolving card stand, call a CARDEX, on the front table. (Pause)

This CARDEX lists all the periodicals we take, in alphabetical order, and shows the years held for each. This library subscribes to almost 600 PERIODICALS. Most of our magazines are discarded after a year or two, and are then replaced by microfilm. The CARDEX will tell you what form each magazine is in. The FILING CABINETS with the MICROFILM BOXES in them are against the wall. You can see from the labels on the front of the drawers that they are in ALPHABETICAL ORDER BY TITLE, and then IN ORDER BY YEAR. Take time to look in the drawers if you wish. (Pause)

The MICROFILM REELS are read on the two MICROFILM READERS on the table next to the cabinets. Please ask any of the staff to help you with these READERS at any time. One of the READERS is able to PRINT OUT the microfilm

4. Periodicals, Indexes and Microfilm (cont'd)

pages. However, the print is white on black, and is a wet print which curls up. So, it is not a very useful thing to keep permanently. The paper is also very expensive. So, we ask you only to print-out when you fin statistics, or charts, or similar material which you need exactly as it appears on the page.

In order to know where to find a PERIODICAL ARTICLE on a certain topic, you need to look in one of the indexes: READER'S GUIDE, EDUCATION INDEX, SOCIAL SCIENCE INDEX, HUMANITIES INDEX, or the NEW YORK TIMES INDEX. You will find the READER'S GUIDE on the first table on the left. Please turn off the tape and open one of the volumes. When you turn the tape back on, I will explain how to use it. (Pause)

The READER'S guide is a SUBJECT and AUTHOR INDEX to the magazines which are listed in the front of each volume. We take MOST of the magazines indexed in READER'S GUIDE, as you can see by looking at the check marks in the front. The SUBJECT you want may be a PERSON, PLACE, or EVENT. As you look at the subjects, listed on the far left of the column, you will see that each subject may have several articles listed. The information given for each article is; TITLE, AUTHOR, NAME of MAGAZINE, VOLUME and PAGE NUMBER and DATE PUBLISHED. By copying this information down, you can go directly to the article, either on the shelf, or in the microfilm drawer. This system is the same for most of indexes; but if you have any questions at all, please ask us to help you. There are also complete instructions in the front of each volume. There is one complete volume for each past year, and a box of SUPPLEMENTS for the current year.

Incidentally, in the front of the reference area, we have the current

newspapers, including the WASHINGTON POST, WALL STREET JOURNAL, and the NEW YORK TIMES.

If you need help in making up a biblicgraphy - a list of books, articles, and audio-visual materials on a particular subject - we will be glad to help you get it together through the use of encyclopedias, books, magazines and special references.

Thank you.

B. SERVICE AREAS: ORIENTATION STATIONS

5. Library Offices and Workroom: Ms. Marion Fast

OBJECTIVES:

AFFECTIVE: To cause patron to feel that suggestions for additions to the collection are welcome.

COGNITIVE: To give a brief overview of the buying and processing function in the Learning Resource Center
To develop familiarity with location of main library offices.

SCRIPT: (VERNON) "Please go now to the far left-hand corner of the library where you see the sign of the workroom door which says ORIENTATION STATION (5). Here is Ms. Marion Fast.

(FAST) "Hello, Im Marion Fast, the Acquisitions Librarian, and I supervise the ordering of all library and audio-visual materials. If you wish to suggest something for purchase, please do so on the card available at the Circulation Desk.

Although you will have little need to consult the workroom staff, their work is at the heart of the Learning Resource Center service.

They order all the books, magazines, newspapers, and software for the Learning Resource Center. They also catalog and process them, and get them ready for circulation. The two professional librarians in charge of cataloging are Aileen Schweitzer and Helen Chang. From time to time you will also see them at the service desks in the library.

Behind the glass windows to your left are the offices of the Director of Learning Resources, and the Coordinators of Library and Audio-Visual Services. The Learning Resource Center secretary is Della Howard. Please feel free to call on us at any time.

B. SERVICE AREAS: ORIENTATION STATIONS

6. Copying machine; Offices of Division Chairman and Developmental Studies: Ms. Christie D. Vernon

OBJECTIVES:

AFFECTIVE: To elicit positive feelings toward the preservations of library materials through copying rather than vandalizing, through emphasis on the cheapness and availability of copying facilities. (Reduce desire to take or harm materials.)

COGNITIVE: To know location, cost, and capacity of copying machine.
To know location of other offices in Learning Resource Center

SCRIPT "In the center of the rear wall is STATION (6). Across from the tall display case you will find the copying machine. For 5¢ you can make a copy of any material in SINGLE-SHEET or BOOK FORM, up to size 8 1/2 by 14 inches.

Our policy is to keep the cost low so that you can always copy anything you need; library materials, notes, documents, and so on. We CHECK OUT all the LIBRARY MATERIAL we possibly can, all the MAGAZINES, and even REFERENCE books when necessary. However, most reference books only contain a FEW PAGES of information that you need. So, it is better for all the patrons if everyone copies when necessary and leaves the volumes here to be available at all times.

The door in the center of this wall leads to the rear entrance hall, where there are 2 classrooms and the offices of the DIVISION CHARIMAN and the DEVELOPMENTAL STUDIES FACULTY. The REST ROOMS are in this hall, also."

B. SERVICE AREAS: ORIENTATION STATIONS

7. Audio-Visual Circulation Desk: Ms. Ruth Ashe

OBJECTIVES:

AFFECTIVE: To impart a feeling of familiarity with A-V (media) services as part of learning resources, and with their location.

COGNITIVE: To learn what services are available at A-V desk (equipment, preview and loan of materials).
To learn the use of the terms hardware and software (or other key words in the script)

SCRIPT: (VERNON) "The card for ORIENTATION STATION (7) is located on the AUDIO-VISUAL CIRCULATION DESK, which is at the right side of the door to the rear hall. Here is Ruth Ashe, who is in charge of the service in this area."

(ASHE) "Hello. This desk provides the faculty with all the equipment they need for showing MOVIES, TRANSPARENCIES, SLIDES, VIDEO-TAPES, and so on. Incidentally, this equipment is call HARDWARE and the materials show on the HARDWARE are called SOFTWARE - in case you have wondered about those terms.

The faculty may also request materials on PREVIEW or LOAN at this desk.

We don't have enough EQUIPMENT TO LOAN TO STUDENTS, as a general rule. However, if you are doing a report or project in your class and need to show audio-visual materials, please ask your INSTRUCTOR TO RESERVE the HARDWARE that you will need. You can arrange at the CIRCULATION DESK to check out any software that is available in the Learning Resource Center. Please feel free to ask us about the use of audio-visual equipment at any time.

Thank you.

B. SERVICE AREAS: ORIENTATION STATIONS

8. Media Classrooms; Dean of Instruction Offices: Ms. Christie Vernon

OBJECTIVES:

AFFECTIVE: To create familiarity with the Learning Resource Center building.

COGNITIVE: ...Location of the Dean of Instruction Office and Multi-Media classrooms.
...Definition of Multi-Media and services offered in these rooms.

SCRIPT: "The sign for ORIENTATION STATION (8) is posted on the door in the right, rear corner of the library. This door leads to the offices of the DEAN OF INSTRUCTION, Dr. William Kitchin, and also to our two MEDIA CLASSROOMS. You may go into this area and look around if you wish. (Pause)

The MULTI-MEDIA CLASSROOMS are numbers 253 and 255. These rooms are small, pie-shaped areas which are equipped with MOVIE SCREENS capable of FRONT or REAR SCREEN PROJECTION for MOVIES or SLIDES, as well as WALL-MOUNTED TELEVISION RECEIVERS. They are scheduled with regular classrooms, but are sometimes available for special meetings, programs, or presentations. Mrs. Guidas, in Dr. Kitchin's office is responsible for their scheduling.

B. SERVICE AREAS: ORIENTATIONS STATIONS

9. Media Carrels and Distribution System: Mr. James Tidd

OBJECTIVES:

AFFECTIVE: As above

COGNITIVE: ...Audio-visual (media) services offered.
...Operating instructions.
...Kinds of equipment available and under what conditions.
...Definitions of key words.

SCRIPT: (VERNON) "ORIENTATION STATION (9) consists of the entire right wing of the Learning Resource Center and the control room, which you can see through the window on the rear wall. Here is Jim Tidd, who will tell you about the AUDIO-VISUAL CARRELS, and the MEDIA DISTRIBUTION SYSTEM."

(TIDD) "Hello - I'm James Tidd, Coordinator of Audio-visual Services. The A-V DEPARTMENT offers support to students who are assigned to view FILMSTRIPS, TRANSPARENT SLIDES, VIDEOTAPES, or to listen to AUDIO CASSETTE TAPES or PHONOGRAPH RECORDINGS. Often, a combination of viewing and listening is assigned, and much of the A-V equipment available for student use has both AUDIO and VISUAL PLAYBACK CAPABILITY.

We hope that you will carefully read and follow the OPERATING INSTRUCTIONS that are posted by the various pieces of equipment. If you experience any difficulty with the equipment, please ASK FOR HELP at the A-V CIRCULATION DESK. NEVER USE FORCE on any of the equipment.

When you are assigned to use A-V SOFTWARE, you will find them available at the LIBRARY CIRCULATION DESK. Take them to the appropriate equipment for viewing or playback. The A-V equipment is located in CARRELS near the A-V CIRCULATION DESK.

Our equipment is now largely installed. Presently available are: 6 cassette players with ear phones; 4 Dukane filmstrip and phonograph

players; 1 telex-cassette/slide projector; 1 Sony video playback. There are also 14 Audio-Demand units; 4 cassette slide viewers; 1 stereo turn-table unit, and 1 16mm., rear screen projector.

There are additional equipment available for student check out. If you are assigned to view microscope slides, check-out your slides from the LIBRARY CIRCULATION DESK and your microscope from the A-V CIRCULATION DESK. Any available table may be used for viewing. We do recommend that you locate near the A-V desk, in order to reduce the transport risk, and to be near us for assistance.

Photography students can check out CAMERAS and LIGHT METERS from the A-V desk.

We will be glad to help you in any way possible. Thank you.

C. CLOSING AND FINAL INSTRUCTIONS

OBJECTIVES:

AFFECTIVE: To reaffirm welcome and stress service attitude.

COGNITIVE: To give instructions for test and turning in materials.
To explain rules about food, smoking and talking.

SCRIPT: "The Learning Resource Center is a big, open space designed to serve many functions. We try to keep it clean, attractive, and quiet, so it is always a place you can go to read or study. We keep food, smoking and loud activities outside, for the sake of everyone who uses it. Nobody needs to sit on spilled coffee, or nd coke sticking up the equipment buttons. If you feel a little embarrassed occasionally because we ask you to keep your talking down - please think how dumb we feel having to ask, so try to bear with us.

You have now finished the tour. We would appreciate it very much if you would mark your test sheets for the last set of questions, which the librarian will give you. This will help us a great deal in improving both the tour and the questions. Put a big X on the answer sheet beside any question you find confusing. Also, please feel free to comment on ways in which the tour could be improved, or ask about anything which you may still wish to have explained.

Thank you very much for your participation. Please come and see us.

LIBRARY ORIENTATION TAPE TOUR: Pre-Test Questions

INSTRUCTIONS: You will use the same answer sheet for both pre-test and post test.

1. Write your Social Security number and date in the name blanks (no name necessary)
2. Mark the correct letter-block for each questions.
3. Make an X on the answer sheet next to a question you find confusing.
4. Please write any comments on how the tour or test could be improved on the back of the answer sheet. You are welcome to check your answers against the key.

1. At TNCC, books are arranged on the shelves according to:
   (a) author (b) title (c) call number (d) date (e) size

2. The part of the book that serves the purpose of finding a subject in the book is:
   (a) bibliography (b) preface (c) appendix (d) index (e) introduction

3. A periodical is:
   (a) a newspaper (b) a magazine (c) a serial publication (d) all of these

4. The guide to the library's book and and audio-visual collection is called the:
   (a) Reader's Guide (b) Card catalog (c) vertical file (d) Table-of-contents

5. The main job of the librarians is to:
   (a) circulate books (b) order materials (c) give information and service
   (d) keep books and file neat (e) maintain order

6. Magazines are shelved alphabetically by:
   (a) call number (b) title (c) subject (d) date (e) size

7. An example of a reference book is:
   (a) encyclopedia (b) dictionary (c) almanac (d) directory (e) any of these

8. The basic check-out period for books and A-V software is:
   (a) 1 month (b) 2 weeks (c) 1 week (d) 3 days (e) the quarter

9. Because the card catalog at TNCC has 3 separate sections (author, title, subject), it is called a:
   (a) dictionary catalog (b) index catalog (c) divided catalog (d) book catalog

10. The subject of a book or article is:
    (a) who wrote it (b) who printed it (c) what it is about (d) the title

11. You can find any book or A-V software item at TNCC by looking in the catalog under:
    (a) author (b) title (c) subject (d) any of these

12. Audio-visual hardware is the name used for the following:
    (a) movie projector (b) Dukane filmstrip projector (c) cassette player
    (d) video cassette player (e) all of these

13. If you are doing a paper on a subject you know nothing about, look first in:
    (a) the card catalog (b) a book on it (c) an encyclopedia article
    (d) the Reader's Guide (e) the vertical file

14. Books or other materials placed at the circulation desk for special check-out periods are:
    (a) references (b) temporary reserves (c) permanent reserves (d) stacks (e) A-V

15. Audio-visual software is the name used for which of these:
    (a) filmstrips (b) movies (c) phonotapes (d) phonodiscs (e) all of these

16. The subject and author index for articles in the well-known magazines is:
    (a) Facts-on-File (b) C.Q. (c) Reader's Guide (d) New York Times Index (e) all of these

17. The story of a person's life is called a:
(a) history (b) confession (c) biography (d) bibliography (e) summary

18. Information on the catalog card includes:
(a) call number (b) publication date (c) number of pages (d) author and title
(e) all of these

19. Periodicals are useful sources of information on which of the following:
(a) recent subjects (b) specialized subjects (c) personalities (d) any of these

20. Framed pictures, video tapes, records, cassettes, filmstrips may be checked out at:
(a) A-V desk (b) reference desk (c) instructor (d) circulation desk

21. The letter-and-number group on the catalog card and the spine of the book is:
(a) call number (b) index number (c) catalog number (d) periodical number

22. Dictionaries give information about:
(a) names (b) words (c) people's lives (d) areas of knowledge (e) all of these

23. Book reviews may be found by using:
(a) Book Review Digest (b) Book Review Index (c) New York Times Book Reviews
(d) Reader's Guide and other indexes (e) all of these

24. To find information on a person, it helps to know:
(a) nationality (b) dates when alive (c) reason for being well-known
(d) anything the person wrote (e) all of these

25. The list of periodicals in the TNCC library is located:
(a) in the card catalog (b) at the circulation desk (c) on the index tables (d) all 3

26. When a word is typed on top of the call number on the catalog card, it means:
(a) reference material (b) audio-visual material (c) reserve material (d) all 3

27. Biographies can be found in:
(a) general or special encyclopedias (b) general or special dictionaries
(c) card catalog (d) magazine articles (e) all of these

28. Dial-access provides special audio and video programs through:
(a) circulation desk (b) A-V desk (c) audio carrels (d) video carrels (e) c and d

29. At TNCC, the file of loose clippings and pamphlets on many subjects is called:
(a) vertical file (b) clippings file (c) pamphlet file (d) topical file

30. Backfiles of old magazines at TNCC are kept in the Reference Section in:
(a) file boxes (b) stacks on shelves (c) microfilm file drawers (d) all of these

31. Books which are used to find specific facts quickly are called:
(a) reference books (b) indexes (c) reserve books (d) catalogs (e) guides

32. Strips of film on reels is called:
(a) cassettes (b) microfiche (c) slides (d) aperture cards (e) microfilm

33. If a catalog card has a red RESERVE cover on it, the item will be found at the:
(a) reference desk (b) A-V desk (c) library office (d) circulation desk

34. You check out all materials, return materials, and receive general information at the:
(a) circulation desk (b) reference desk (c) A-V desk (d) workroom (e) all 4

35. An alphabetical key to names and subjects in books, encyclopedias and periodicals is:
(a) bibliography (b) preface (c) table-of-contents (d) index (e) appendix

LIBRARY ORIENTATION TAPE TOUR: Post-Test Questions

36. The divisions of the card catalog are:
(a) author, title, and publisher (b) author, title, and subject (c) author, title, subtitle (d) author, title, media form (e) none of these

37. Magazines are shelved:
(a) by date (b) by call number (c) by size (d) alphabetically by title

38 Which of the following are reference books?:
(a) dictionaries and encyclopedias (b) atlases and gazeteers (c) almanacs and yearbooks (d) government manuals and directories (e) any of these

39. Materials may check out as follows:
(a) books and A-V and periodicals for 2 weeks (b) books, 1 month and A-V and periodicals for 2 weeks (c) books and A-V, 2 weeks; periodicals 3 days (d) all of these

40. The topic a book or article is 'all about' is called the:
(a) index (b) title (c) author (d) object (e) subject

41. All TNCC books and media items are listed in the card catalog under:
(a) subject (b) author (c) title (d) all of these (e) none of these

42. The librarians', assistants', clerical staff and student workers'main function is to:
(a) keep books and files neat (b) order materials (c) circulate books (d) give information and service (e) maintain order

43. Reference books usually do not check out because:
(a) they require special care or shelving (b) they are rare or expensive (c) they need special regulation of use (d) they contain condensed information on special topics and are needed on hand for quick use

44. The part of a book or encyclopedia that gives an alphabetical guide to the names and subjects it contains is:
(a) appendix (b) index (c) table-of-contents (d) bibliography (e) preface

45. The books at TNCC are classified by the L.C. system and are on the shelf in order by:
(a) alphabetical system (b) author's name (c) numerical system (d) date

46. A word typed above the call number on the catalog card tells us that the item is:
(a) reserve material (b) audio-visual material (c) reference material (d) any of the

47. The card catalog is an index to the library's collection of:
(a) books (b) audio-visual materials (c) magazines (d) a and b, but not c

48. A newspaper or magazine is a:
(a) set (b) serial (c) periodical (d) subscription (e) b or c

49. The alphabetical key to a book, magazine, or newspaper is called:
(a) table-of-contents (b) catalog (c) appendix (d) bibliography (e) index

50. When periodicals are a few months old, they are usually bought and stored on:
(a) microfiche (b) filmstrips (c) microfilm (b) phonotape (e) any of these

51. Temporary reserve items are held during the quarter at:
(a) reference desk (b) library office (c) A-V desk (d) circulation desk (e) all 4

52. High demand or supplementary reading or listening materials, assigned in a course and available in the library are called:
(a) collations (b) archives (c) reference (d) reserves (e) periodicals

53. Videotapes, phonotapes, 16mm films, phonodiscs, slides, etc., are often called:
(a) media (b) audio-visual hardware (c) periodicals (d) software (e) a or d

54. Microfilm has which form?:
(a) cassettes (b) cards (c) pictures (d) film strips on reels (e) sheets

55. The catalog card gives which information about each book or other item?:
(a) author and his life dates (b) title (c) call number (d) publisher (e) all 4

56. The Reader's Guide to Periodical Literature is a subject and author index to popular:
(a) books (b) magazines (c) newspapers (d) all 3

57. Which of the following is explained in the front of a periodical index volume?:
(a) what periodicals are indexed (b) what dates are covered in this volume
(c) how to read an entry (d) a and b (e) all 3

58. A list of the periodicals held (and the dates held) by TNCC library is in a cardex on:
(a) the circulation desk (b) the index tables (c) the card catalog (d) any of these

59. A list of books, magazine articles, and other materials on a particular subject is:
(a) catalog (b) summary (c) biography (d) index (e) bibliography

60. Dictionaries give information about:
(a) English (b) foreign languages (c) names (d) subject areas (e) all of these

61. Book reviews can be found through:
(a) Book Review Index (b) New York Times (c) Book REview Digest (d) Reader's Guide
(e) any of these

62. Periodicals are good sources for information on:
(a) recent material (b) new subjects (c) short articles (d) special topics (e) all 4

63. Pamphlets and newspaper clippings, arranged in folder, by subject are located in:
(a) vertical file (b) microfilm cabinet (c) reference (d) periodicals (e) A-V

64. Movie projectors, filmstrip projectors, cassette players, etc. are also called:
(a) software (b) equipment (c) hardware (d) projectors (e) media

65. The best place to look first for an unfamiliar subject is:
(a) book (b) card catalog (c) Reader's Guide (d) vertical file (e) encyclopedia

66. Audio-visual software, such as video tapes, records, cassettes, as well as pictures can be checked out at:
(a) A-V desk (b) reference desk (c) instructor (d) circulation desk

67. Programs supplied to a viewer or listener who pushes a code into the pads in the special carrels, are called:
(a) media (b) Dukane viewers (c) telecopier (e) dial access (e) software

68. To find a biography or biographical information, it helps to know:
(a) what a person wrote (b) when they lived (c) reason for being well known
(d) nationality (e) all of these

69. You check out all materials, return materials, and receive general information at the:
(a) reference desk (b) A-V desk (c) workroom (d) circulation desk (e) all 4

70. Biographies can be found in:
(a) general or special encyclopedias (b) general or special dictionaries
(c) card catalog (d) magazine articles (e) all of these

THOMAS NELSON COMMUNITY COLLEGE

MEMORANDUM

TO: Library Staff

FROM: Christie Vernon

SUBJECT: American Library Association Conference - Library Taped Tour

DATE: July 19, 1974

At ALA a presentation was made by Ronald Powell, Public Service Librarian, at Prince George Community College, Maryland. He described a self-guided tour which was on a cassette tape available at the circulation desk for any patron to use at his own convenience.

Accompanying this tape were:

1. A map of the library which was color coded and had a number for each service area.

2. A series of assignments which could be tied into orientation programs or class work.

I will see Glen Haskill about having a 8 1/2 X 11 map of the library lay-out reproduced. Our staff should number the stations beginning, for example, with (1) circulation, (2) card catalog, (3) reference, or whatever what we feel is the most logical for presentation to the patrons.

I would like each staff member to write a very short script in which you describe what services are available in your area. We will write a script for the whole tape and at each station tell the patron to stop and meet the person or inspect the facilities available. When we get the whole script put together, we will tape it and correct it and it will be used for the library orientation program in the fall. This tape may be used in conjunction with the device which the A/V Department has for taking examinations on a machine. The cards which are punched by this machine can be turned in to counselling for orientation credit.

Nothing about the preparation of this tape should be construed to mean that we want to lessen the personal contact between the staff and the patrons. Infact, we hope that every patron will use this, it will enhance his degree of familiarity with us and with the library. We will continue to do all of the group and individual orientations that we can muster the strength for.

Please Read!

Spring Quarter, 1975
Counseling Office

ORIENTATION INSTRUCTIONS

Welcome to YOUR orientation module. This is the only formal orientation class that you will be required to attend. The module consists of an orientation film or films and instructions for completion of the course.

In addition to this module you MUST go to the library before May 20, 1975, and take: (1) a pre-test, (2) a taped library tour, and (3) a post-test. This library assignment will count as your FINAL EXAM. There are approximately ten tapes in the library, this means that ten people can take the tour at a time. Therefore, you may have to wait a few minutes in order to complete your assignment. Please be patient and polite with the library staff who is there to assist you. Anyone not cooperating with the library staff may suffer a grade penalty. The library assignment will only take a few minutes, DON'T PANIC. You have plenty of time to complete your assignment, We Hope that you will learn some valuable information from your tour.

YOUR FINAL GRADE FOR THIS CLASS WILL BE DETERMINED BY (1) YOUR ATTENDANCE AT THIS MODULE, AND (2) YOUR SATISFACTORY COMPLETION OF THE LIBRARY TOUR AND TESTS. YOU WILL RECEIVE ONE CREDIT AND A GRADE FOR THIS COURSE. PLEASE MAKE SURE THAT YOU HAVE REGISTERED FOR THIS COURSE.

HELPFUL HINT: As a new student it is important that you become very familiar with the college catalogue and the student handbook. You are responsible for the information in the catalogue. The college catalogue is a contract between the new student and the college---Don't get in trouble because you aren't familiar with the rules and regulations of the college. Please make sure that you know parking regulations, conduct, and academic regulations of the college.

If you have any questions about any aspect of college life or any rules of the college please contact Mary Rawles, Pam Dorman, or Curtis Sloan in the college Counseling Center (room 201). Please refer all questions concerning orientation and orientation grade to the Counseling Center also.

REMEMBER TO FIND OUT WHO YOUR FACULTY ADVISOR IS AND EARLY REGISTER THIS QUARTER FOR SUMMER.

[NOTE: these instructions were given out by counseling, with the advice that 'being rude to a librarian would earn them bad marks'. REsult: pleasant, cooperative and conscientious attention to the program.]